

CRISIS PREVENTION AND MANAGEMENT (CPM) TRAINING PROJECT

Ron Rubin, Coordinator

Statement of Purpose

The purpose of the CPM Project is to provide training and technical assistance aimed at strengthening the capacity of every school community to humanely and effectively prevent and respond to challenging behavior and school crisis. CPM focuses primarily on preventing and supporting individuals through a behavioral crisis, developing school wide and classroom discipline systems, and improving school climate.

CPM is based on the work of Larry Brendtro, Martin Brokenleg, and Steve Van Bockern (the “Circle of Courage” and basic needs); Alan Mendler and Richard Curwin (“Discipline with Dignity”); William Glasser (“Reality Therapy”); Rudolph Dreikurs, Abraham Maslow, and Erik Erikson (basic needs); Alfie Kohn (*Beyond Discipline*); Arnold Goldstein (Social Skills); Jon Saphier (Research for Better Teaching, Inc.); the National Crisis Prevention Institute; and Non-Abusive Physical and Psychological Intervention Inc.

A Working Definition of Crisis

The development of the various training sessions and accompanying materials has been based upon a working definition of crisis that is quite broad. That definition is: **A period of social, emotional and physical distress that temporarily impairs a child's or system's ability to cope.**

(Note: CPM training does not result in the ability to physically manage children.)

Core Values

1. Discipline is an opportunity to help students learn various skills, not an opportunity to do something to them or their families.
2. Prevention is the first response to challenging behavior and crisis.
3. Community, responsibility and problem solving are more important than compliance and obedience.
4. Strategies don't fulfill basic human needs, only relationships do.
5. There are no easy answers or quick fixes.
6. Individual and systemic change takes time, commitment and the courage to reflect upon our practices.

Objectives and Outcomes

1. Increased awareness of factors that contribute to fostering positive school and classroom environments.
2. The learning of specific skills for preventing and responding to challenging behavior, different levels of behavioral crisis and assessing targeted school violence.

Crisis Prevention and Management Training Outline

Session 1: Hurt, Hate & Harm or Discipline & Responsibility: The Choice is Yours

- Defining Discipline
- Incidental Punishment
- Behavior as Communication

In this session participants are actively engaged in learning about: The factors that distinguish punishment from discipline; how our body-language, tone of voice and behavior management practices sometimes (and inadvertently) send punishing messages; and to apply a simple framework for understanding the underlying motivations that drive behavior.

Session 2: Proactive Responses to Challenging Behavior

- Beliefs and Attitudes/Examining Our Practices
- Matching Needs with Behaviors and Strategies

In this session participants have the opportunity to actively reflect upon their values, beliefs and attitudes as related to the practices they employ in preventing and responding to challenging behavior. We also gain practice with a user-friendly, strength-based, behavior planning model for developing strategies that serve to proactively respond to and prevent challenging behavior. Anger management and impulse control strategies are presented in this session.

Session 3: Establishing A Positive School Climate

- Creating a Nurturing Environment for Staff and Families
- Proactive Interactions
 - Relationships
 - The Crisis Cycle

In this session participants learn about and apply elements of healthy school culture, adult resiliency and family-centered practices to create more nurturing school environments for themselves and families. We also take an in depth look at what children and the research base tell us about developing positive student-adult relationships. Equally important, this session provides a detailed description of the eight stages of crisis and how to intervene at each stage so as to de-escalate crisis behavior.

Session 4: Responding to Crisis

- Review of Session 3 Practice Assignment (Optional)
- Targeted School Violence
- Crisis Helping Teams

This session begins by providing participants the optional opportunity to review and reinforce their de-escalation skills. Thereafter, we are actively engaged in learning what research and tragic experience can teach us about the characteristics of aggressive students, assessing the warning signs of potential violence, and becoming familiar with types of threats and how to assess their associated risks. The session ends by helping participants learn how to establish crisis response teams.

NOTE: The material offered through CPM training focuses on a non-punitive approach to student discipline. It aims at assisting educators in helping children learn to become responsible citizens of their school community by providing a balance of prevention and response strategies to challenging behavior and student crisis.

Although CPM was developed to engage participants in a series of four sessions involving approximately 28 hours of training, it can be tailored to and is highly adaptable to participants' needs.

It is also significant to mention that skill in collaborative teaming tends to be enhanced via participation in CPM. An additional or substitute session aimed at teaching collaborative teaming skills in greater depth can be provided.

Methodology

Participants in CPM training engage in:

- Lecture, Demonstration, Discussion and Reflection
- Small and Large Group Activities
- Readings and Assignments

Participants

CPM training is best suited to elementary, middle, and/or secondary school or school district teams. Team membership might include all or some of the following:

Administrators	Teachers
Guidance Personnel	Special Educators
School Psychologists	School Health Professionals
Secretaries	Paraprofessionals/Instructional Assistants
Custodians	School Lunch Agents
Parents	Home/School Coordinators
Board Members	Volunteers

Although team participation is highly encouraged, individuals may also be involved in CPM training.

Selection of CPM training participants should take into consideration the following criteria:

The participant:

- Can attend all training sessions;
- Is willing to work collaboratively with other team members;
- Possesses a supportive (not punitive) attitude concerning discipline;
- Interprets student "misbehavior" in a non-personal fashion; and
- Will advocate a philosophy of respectful discipline that enables children to build and maintain self-esteem.

While CPM training can easily accommodate up to 100 participants, groups of 35-50 and no less than twelve have proven to be most effective.

Follow-Up

Follow-up on-site visits and consultations are usually a part of the total professional development program. While highly encouraged, they are not required. The intent of such visits/consultations is to offer technical assistance in the areas of planning, development, implementation and assessment relative to the knowledge and skills that comprise the CPM training.

About the Coordinator

Ron has been involved in education for over 30 years. He's taught inner city and rural children and youth, prison inmates, and numerous members of our school communities. Along the way he's been a principal, a consultant, and a faculty member at the University of Vermont. Most recently Ron has contributed to the development of model discipline system guidelines (including strategies for preventing and responding to bullying behaviors) and policy recommendations for the use of timeout rooms and physical restraint. He has also played a leadership role in the development of Educational Support System Guidelines, formulating recommendations and guidelines resulting from the Commissioner's Task Force on School Violence, and contributed to developing a process for assessing and strengthening school-based discipline systems. Ron provides training and technical assistance in a variety of areas pertaining to discipline and school climate. He is hopeful, likes to laugh, and writes poetry.

Contact Information

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